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ABSTRACT

Chapters in this volume reflect a variety of issues related to education for gerontological social work. Chapters in section 1, "Geriatrics and Gerontology in Social Work Education," are: (1) "Social Work's Pursuit of a Common Professional Framework: Have We Reached a Milestone?" (Roberta Greene and Colleen Galambos); (2) "Basic Gerontological Competence for All Social Workers: The Need to 'Gerontologize' Social Work Education" (Anita L. Rosen, Joan Levy, and Terry Singer); (3) "Social Work Education for Interdisciplinary Practice with Older Adults and Their Families" (JoAnn Damron-Rodriguez and Constance Saltz Corley); and (4) "Strategies To Increase Student Interest in Aging" (Nancy P. Kropf). Section 2, "School-Based Initiatives," contains: (5) "The John A. Hartford Foundation Geriatric Social Initiative" (Laura A. Robbins and Corinne H. Rieder); (6) "Student Pioneers and Educational Innovations: Attracting Students to Gerontology" (Abigail R. Lawrence, Lily Jarman-Rohde, Ruth E. Dunkle, Ruth Campbell, Harriet Bakalar, and Lydia Li); (7) "Strengthening Geriatric Social Work Training: Perspectives from the University at Albany" (Regina M. Bures, Ronald W. Toseland, and Anne E. Fortune); (8) "The Hunter Experience: Innovations in the Field Practicum" (Joann Ivry and Bernadette R. Hadden); and (9) "Strengthening Geriatric Social Work through a Doctoral Fellowship Program" (James Lubben and Linda Krogh Harootyan). Section 3, "Models for Practice: Class and Field Curriculum Programs," contains: (10) "A Curriculum Module Enhances Students; Gerontological Practice-Related Knowledge and Attitudes" (Carole J. Olson); (11) "Service Learning in Elder Care: Ten Years of Growth and Assessment" (Carol R. Hegeman, Beverly Horowitz, Lynn Tepper, Karl Pillemer, and Leslie Schultz); (12) "Teaching Geriatric Assessment: A Hands-On Educational Experience" (Patricia Gleason-Wynn); (13) "Bridging the gap between Classroom and Practicum: Graduate Social Work Students in Health Care with Older Adults" (Denice Goodrich Liley); (14) "Incorporating Intergenerational Service-Learning into an Introductory Gerontology Course" (Lorraine T. Dorfman, Susan Murty, Jerry G. Ingram, and Ronnie J. Evans); and (15) "The Family Study: A Useful Gerontological Tool" (Denise Eldemire-Shearer and Chloe Morris). Each chapter contains references. (Contains 11 figures and 21 tables.) (SLD)

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